

Name: 

Date:

Goals

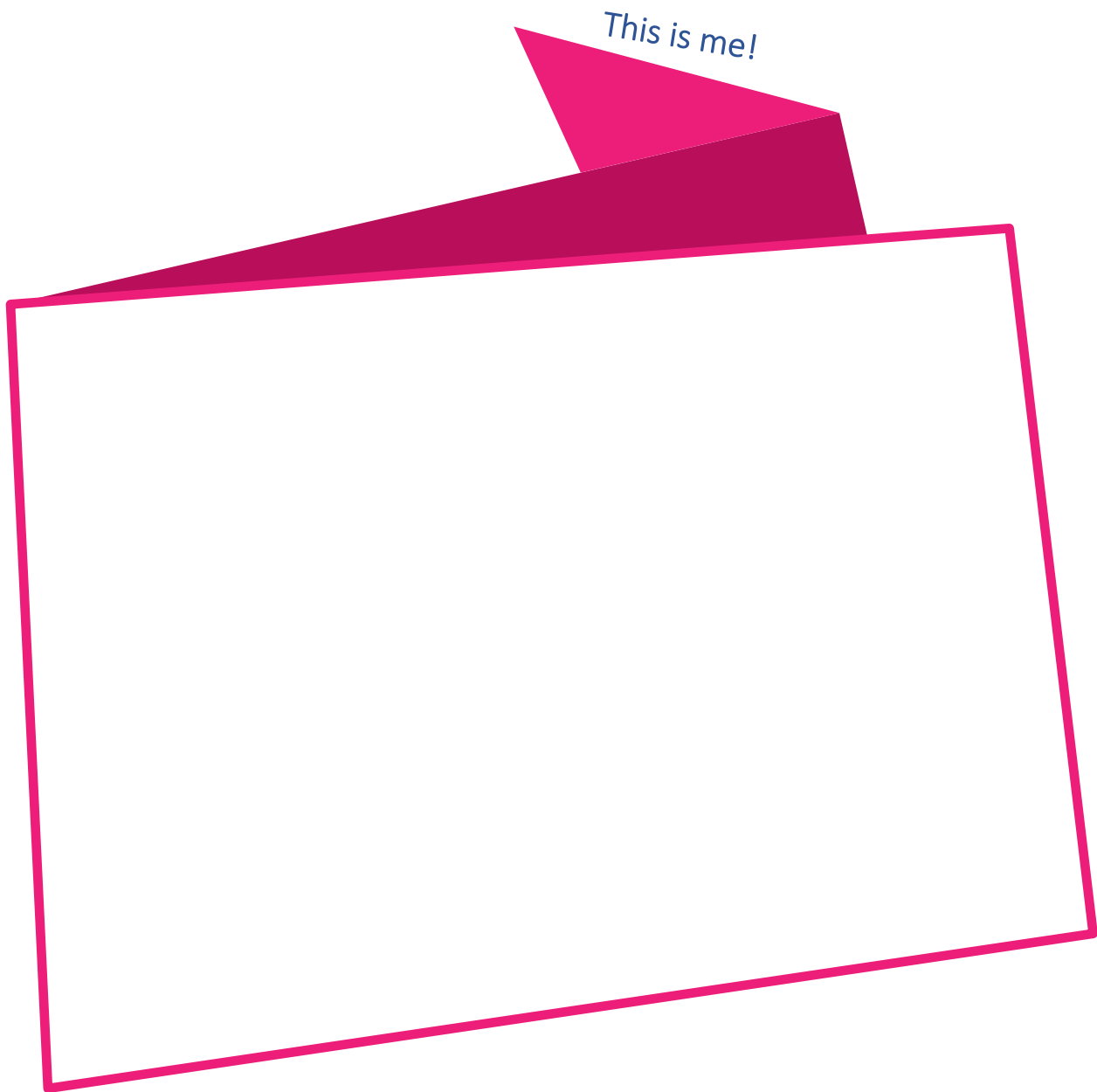
Current interests

Friendships

My Favorites!

Emerging Skills

This is something that makes me laugh!



Important people to me

Greatest achievement



Observations of developmental milestones help educators assess where each child is in terms of their physical, cognitive, social, and emotional development and are designed to recognise the things that children can accomplish. This information can guide Educators in tailoring their activities and interactions to support each child's individual needs and abilities. Educators should complete these assessments for each child every 6 months.

Developmental milestones and the EYLF/NQS

Birth to 4 months

| DEVELOPMENTAL AREA | OBSERVE | EXAMPLES OF LINKS TO EYLF/NQS |
|--------------------|---|--|
| Physical | <ul style="list-style-type: none"> <input type="checkbox"/> moves whole body <input type="checkbox"/> squirms, arms wave, legs move up and down <input type="checkbox"/> eating and sleeping patterns <input type="checkbox"/> startle reflex when placed unwrapped on flat surface/when hears loud noise <input type="checkbox"/> head turns to side when cheek touched <input type="checkbox"/> sucking motions with mouth (seeking nipple) <input type="checkbox"/> responds to gentle touching, cuddling, rocking <input type="checkbox"/> shuts eyes tight in bright sunlight <input type="checkbox"/> able to lift head and chest when laying on stomach <input type="checkbox"/> begins to roll from side to side <input type="checkbox"/> starts reaching to swipe at dangling objects <input type="checkbox"/> able to grasp object put into hands | <p>EYLF Outcome 1: Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. “display delight, encouragement and enthusiasm for children’s attempts.” (p.22)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p> |
| Social | <ul style="list-style-type: none"> <input type="checkbox"/> smiles and laughs <input type="checkbox"/> makes eye contact when held with face about 20cm from face of adult looking at them <input type="checkbox"/> may sleep most of the time <input type="checkbox"/> alert and preoccupied with faces <input type="checkbox"/> moves head to sound of voices | <p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. “promote children’s sense of belonging, connectedness and wellbeing.” (p.31)</p> <p>NQS: Areas 1, 4, 5, 6</p> |
| Emotional | <ul style="list-style-type: none"> <input type="checkbox"/> bonding <input type="checkbox"/> cries (peaks about six to eight weeks) and levels off about 12-14 weeks <input type="checkbox"/> cries when hungry or uncomfortable and usually stops when held <input type="checkbox"/> shows excitement as parent prepared to feed | <p>EYLF Outcome 4: Children are confident and involved learners - Children resource their own learning through connecting with people. E.g. “provide opportunities and support for children to engage in meaningful learning relationships.” (p.37)</p> <p>NQS: Areas 1, 5, 6</p> |

Developmental milestones and the EYLF/NQS

Birth to 4 months *continued*

| DEVELOPMENTAL AREA | OBSERVE | EXAMPLES OF LINKS TO EYLF/NQS |
|------------------------|--|--|
| Cognitive | <ul style="list-style-type: none"> <input type="checkbox"/> smiles and laughs <input type="checkbox"/> looks toward direction of sound <input type="checkbox"/> eyes track slow moving target for brief period <input type="checkbox"/> looks at edges, patterns with light/dark contrast and faces <input type="checkbox"/> imitates adult tongue movements when being held/talked to <input type="checkbox"/> learns through sensory experiences <input type="checkbox"/> repeats actions but unaware of ability to cause actions | <p>EYLF Outcome 4: Children are confident and involved learners - Children transfer what they have learned from one context to another. E.g. “Develop ability to mirror, repeat and practice the actions of others, either immediately or later.” (p.36)</p> <p>NQS: Areas 1, 3, 4, 5, 6</p> |
| Language | <ul style="list-style-type: none"> <input type="checkbox"/> expresses needs <input type="checkbox"/> cries <input type="checkbox"/> when content makes small throaty noises <input type="checkbox"/> soothed by sound of voice or by low rhythmic sounds <input type="checkbox"/> imitates adult tongue movements when being held and talked to <input type="checkbox"/> may start to copy sounds <input type="checkbox"/> coos and gurgles | <p>EYLF Outcome 5: Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. E.g. “engage in enjoyable interactions with babies as they make and play with sounds.” (p.40)</p> <p>NQS: Areas 1, 3, 5</p> |
| Seek advice if: | <ul style="list-style-type: none"> <input type="checkbox"/> is floppy or stiff <input type="checkbox"/> cries a lot <input type="checkbox"/> arches his/her back <input type="checkbox"/> is not responding to sounds <input type="checkbox"/> is not showing interest or responding when played with <input type="checkbox"/> is not feeding as expected <input type="checkbox"/> is not starting to make sounds <input type="checkbox"/> is not responding to familiar faces | <p>NQS: Areas 1, 2, 6, 7</p> |